

THE DEVELOPMENT OF AN ATTITUDE MEASUREMENT
DEVICE FOR IMPROVEMENT OF
SELECTION/SCREENING OF
U.S. PERSONNEL FOR OVERSEAS DUTY

Thomas Phillip Mozingo

Library
Naval Postgraduate School
Monterey, California

NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

THE DEVELOPMENT OF AN ATTITUDE MEASUREMENT
DEVICE FOR IMPROVEMENT OF
SELECTION/SCREENING OF
U.S. PERSONNEL FOR OVERSEAS DUTY

by

Thomas Phillip Mozingo

December 1974

Thesis Advisor:

P. W. Benediktsson

Approved for public release; distribution unlimited.

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) The Development of an Attitude Measurement Device for Improvement of Selection/Screening of U.S. Personnel for Overseas Duty		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis; December 1974
7. AUTHOR(s) Thomas Phillip Mozingo		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Naval Postgraduate School Monterey, California 93940		12. REPORT DATE December 1974
		13. NUMBER OF PAGES 64
		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Intercultural Research Cross-cultural Research Overseas Training Foreign Attitude Survey		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The selection/screening of U.S. Navy personnel for overseas duty is an important task that needs greater effort. This study researched the ranking of ten qualities or characteristics of U.S. Navy personnel, by Allied Officers and their wives at the Naval Postgraduate School, Monterey, California. The rankings were compared with responses from U.S. Officers and Enlisted personnel also at the Naval Postgraduate School. In addition,		

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

20. Abstract

several questions concerning personal interaction by Americans with host-country nationals were asked of the Allied Officers. The results indicate that there is general agreement of the importance of certain attitudes between Americans and non-Americans but that there are some countries that vary significantly. In addition, U.S. Navy personnel and their families need to put greater emphasis in learning the local language and selection of housing.

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

The Development of an Attitude Measurement Device
For Improvement of Selection/Screening
of U.S. Personnel for Overseas Duty

by

Thomas Phillip Mozingo
Lieutenant, United States Navy
B.S., University of Louisville, 1969

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
December 1974

ABSTRACT

The selection/screening of U.S. Navy personnel for overseas duty is an important task that needs greater effort. This study researched the ranking of ten qualities or characteristics of U.S. Navy personnel, by Allied Officers and their wives at the Naval Postgraduate School, Monterey, California. The rankings were compared with responses from U.S. Officers and Enlisted personnel also at the Naval Postgraduate School. In addition, several questions concerning personal interaction by Americans with host-country nationals were asked of the Allied Officers. The results indicate that there is general agreement of the importance of certain attitudes between Americans and non-Americans but that there are some countries that vary significantly. In addition, U.S. Navy personnel and their families need to put greater emphasis in learning the local language and selection of housing.

TABLE OF CONTENTS

I.	INTRODUCTION -----	7
	A. INTRODUCTION -----	7
	B. COMMENTS ON CULTURE AND CUSTOMS -----	8
II.	RELATED STUDIES -----	11
III.	THESIS INTENT -----	14
	A. PURPOSE -----	14
	B. HYPOTHESES -----	14
IV.	METHOD -----	15
	A. SUBJECTS -----	15
	B. INSTRUMENTS -----	15
	C. PROCEDURE -----	17
	D. DATA ANALYSIS -----	19
V.	RESULTS -----	20
	A. RANKING EXERCISE -----	20
	B. SPEARMAN CORRELATION -----	24
	C. LIKERT SCALE ITEMS -----	24
VI.	DISCUSSION OF RESULTS -----	26
	A. DISCUSSION -----	26
	B. SUMMARY AND CONCLUSIONS -----	30
	C. FURTHER RESEARCH -----	31
	APPENDIX A -----	33
	APPENDIX B -----	36
	APPENDIX C -----	37
	APPENDIX D -----	41

APPENDIX E - - - - -	43
APPENDIX F - - - - -	45
APPENDIX G - - - - -	53
APPENDIX H - - - - -	55
BIBLIOGRAPHY - - - - -	61
INITIAL DISTRIBUTION LIST - - - - -	63

I. INTRODUCTION

A. INTRODUCTION

As guests in many countries, the U.S. Navy has a responsibility to its hosts and itself to ensure that U.S. Navy personnel are aware and capable of behavior that brings about improved intercultural relations and a greater understanding between Americans and our Allies.

In OPNAVOTE 5450, the Chief of Naval Operations made NAVOP 126, Overseas Diplomacy in the U.S. Navy, a command mission element. Its object is to maximize the positive image of the United States and the U.S. Navy in the eyes of host nationals while maximizing overseas job effectiveness and satisfaction. That task is important to all commands within the U.S. Navy but it is especially important to overseas shore establishments and ships homeported abroad. Duty in allied countries, by its very nature, involves interpersonal contact between U.S. personnel and host nationals, both civilian and military.

Past experience has shown that there are some personnel who are quite simply unsuited for duty overseas. Interpersonal contact between people from different cultures can cause serious problems. There is generally a language barrier but that is not insurmountable. The real problem lies in the differences in the two cultures and the related customs and the inability to adjust to those differences.

Poor adjustment to a host culture is frequently manifested in less than adequate performance of assigned duties and socio-political incidents.

If the U.S. Navy is going to carry out its mission successfully, then the process for screening and selecting personnel for duty abroad must be done carefully. If a higher percentage of good adjusters can be predicted before personnel are sent overseas, then the benefits to the U.S. Navy would include:

- (a) savings of funds
- (b) more stable personnel rotation schedules
- (c) improved job effectiveness
- (d) lower risk of unpleasant incidents
- (e) increased prestige and respect.

This study is an initial development of a model for identifying those qualities or characteristics that are relevant and common to various cultures and therefore important for adjustment to those cultures.

B. COMMENTS ON CULTURE AND CUSTOMS

There have been literally thousands of books written on culture and customs. There are almost as many definitions of the word culture itself. Culture is a very broad term that encompasses all of those things that identify a particular people at a particular time. Included are art, music, language, architecture, religion, and social behavior, among others. Perhaps all of these can be described as the accepted way a people paints, sings, speaks, builds, prays, or behaves in public. People develop certain customary

views of behavior that become so common, that any behavior contrary to those accepted views is considered foreign or in poor taste. Certain behavior which is acceptable to one people might be repugnant to another.

The American culture is perhaps one of the most difficult to describe. It cannot be described as being white, Anglo-Saxon because that ignores the influence of the native Indians and non-white immigrants to the U.S. The American culture is actually made up from many sub-cultures. Any particular sub-culture is identifiable by the customary behavior of the people within that sub-culture.

The American sub-cultures have evolved from the various groups that have immigrated to the U.S., intermarried, and spread out across a country with a large geographical area. These groups then have retained, altered, or discontinued the customs they brought with them as they interacted with other groups in their new environment. The final form of their sub-culture varies depending upon the dominant group within their sub-culture, but the existence of differences even between sub-cultures with a common national origin cannot be denied. In addition the extensive population shifts so common in the United States have increased the probability of a divergence of culture.

It might be easier to divide the American sub-cultures along racial lines but the division isn't entirely satisfactory because there are some extreme differences of customs between peoples of the same race. For example, the differences

between whites in the Northeastern United States and those in the Southeast.

There are in the U.S., as in other countries, many people who might be classified as being "international" men. They do not necessarily belong to a particular sub-culture or class. They have developed attitudes, qualities, or characteristics that enable them to try to understand rather than being critical of other cultures. These people seem to be capable of experiencing the social environment in much the same manner as any other member of that culture. This does not mean that they lack loyalty or patriotism but that they do not confuse differences in culture or customs with inferiority. These people, if they could be identified, would be the group most able to go into most countries and quickly adjust to the culture.

II. RELATED STUDIES

A 1974 study [Ref. 16] of U.S. personnel stationed in nine different countries provided some insight into how well U.S. Navy personnel have adjusted to the various host-cultures. (See Appendix A) The study shows that while a majority of the personnel were satisfied with living in a foreign country, most felt Americans disliked host-nationals and host-nationals disliked Americans. A majority believed learning a new language and getting to know host-nationals was rewarding/interesting. It was disturbing, however, to note percentages as high as 20-30% of the personnel in some countries who would not care to be stationed overseas again. The study suggests that the personnel were improperly screened or selected for duty in that particular country or that the personnel were inadequately prepared for dealing with the host-country culture.

Yellen and Hoover [Ref. 12] in their study of U.S. Navy personnel stationed in Greece, questioned 82 U.S. Navy personnel concerning the desirable qualities thought to be most critical in selecting an individual/family for a home-porting assignment. They also compiled a list of those traits or conditions considered undesirable for satisfactory homeporting. The results are shown in Tables 1 and 2 of Appendix B.

Yellen and Hoover listed the positive qualities described by U.S. personnel as attributing to better adjustment to the life in Greece as:

- (a) an interest in the language and culture
- (b) friendliness
- (c) adaptability
- (d) family stability
- (e) maturity
- (f) even-tempered personality
- (g) flexibility.

Those qualities associated with poor adjustment were such that any single one could prevent adjustment:

- (a) impatience
- (b) intolerance
- (c) marital instability
- (d) heavy drinking associated with aggressive behavior.

In July 1974, the Naval Personnel Research and Development Center (NPRDC), San Diego, published a preliminary report by Yellen and Mumford [Ref. 11] dealing with their analysis of data gathered from U.S. Navy personnel stationed in Japan. Their study included an analysis of data from:

- (a) Biographical, Interest and Attitude Survey
- (b) Strong Vocational Interest Blank for Men
- (c) Navy Overseas Adjustment Scale.

Their preliminary results seemed to indicate that the items keyed to attitudes were more useful in differentiating between good and poor adjusters than were biographical or interest items. When used as predictor variables, the attitude items produced a higher correlation when predicting the criterion variables - good adjuster or poor adjuster.

The biographical and interest items that best described good and poor adjusters were:

Good Adjusters

- 26 years of age or older
- married 2-6 years
- more patient than others
- interested in learning more about other countries and people.

Poor Adjusters

- 21 years of age or younger
- average or less than average patience
- didn't know a foreign language and not interested in learning one.

The attitude items that best differentiated between good and poor adjusters were keyed to eight underlying constructs:

- sociability
- empathy
- intellectual curiosity
- patience
- adaptability
- acceptance
- morality.

III. THESIS INTENT

A. PURPOSE

The problem which is the major concern of this thesis is to attempt to develop an instrument for use in selecting/screening personnel for overseas duty. Since attitudes seemed to be the most useful in predicting good adjustment, the intent is to identify those attitudes, qualities, or characteristics which are most significant in making an adjustment to a host culture.

In the studies mentioned on the preceding pages, the subject groups were Americans undergoing the adjustment. This thesis not only deals with the perceived importance of attitudes held by Americans but also those held by a large group of non-Americans. This study specifically considers some other areas including intercultural dating and selection of housing overseas.

B. HYPOTHESES

There were two basic Hypotheses this thesis set out to prove.

Hypothesis 1. That a cultural attitude can be identified from the responses to specific questions concerning cross-cultural interaction.

Hypothesis 2. That it is possible to develop a model to identify, from the host-national's point of view, those characteristics most important from good adjustment to their culture.

IV. METHOD

A. SUBJECTS

The subjects used in this research were students or staff at the Naval Postgraduate School, Monterey, California. The Allied officers represented 24 countries and were chosen from the student body. The entire population of 214 Allied officers were used. Also included as a part of the sample were 108 wives of the Allied officers who were residing in Monterey, California. A sample group of 100 U.S. officers was chosen from all curricula. The U.S. enlisted personnel were all assigned to the Naval Postgraduate School for duty. The total sample group was 171 personnel, including 42 Filipino personnel of the Steward (SD) rating.

B. INSTRUMENTS

The following three questionnaires were administered to the subjects.

1. Allied Officer Questionnaire (Appendix C)

This questionnaire was developed with assistance from Naval Personnel Research and Development Center, San Diego; Human Resource Management Center, San Diego; and Human Resource Management Detachment, Coronado. The ranking exercise was used as an attempt to keep the questionnaire simple but meaningful. Some of the items ranked were chosen from the work of Yellen and Hoover [Ref. 12] and Yellen and Mumford [Ref. 11]. These items were:

knowledge of language (1)
married (2)
sobriety (4)
over 25 years old (6)
patience (7)
friendly (9)
understanding of culture and customs (10)

Items 3 and 5 (respect for laws and regulations and kindness) were added from comments provided by Allied Officers during a trial run of the questionnaire. Item 8 (technical expertise) was added by the author to explore the question of its perceived relative importance when compared with items related to humanistic characteristics.

The second section of the Allied Officer questionnaire utilizes a Likert response scale. The seven questions were chosen to further clarify:

- attitudes toward Americans living on overseas bases separate from host-nationals
- importance of age in adjustment
- attitudes toward intercultural dating
- attitudes toward learning the local language
- attitudes toward interfamily contact

Each question was followed by a section for open-ended comments to encourage Allied participants to add additional information for clarification and to help compensate for the forced choice nature of the rest of the questionnaire.

2. U.S. Officer Questionnaire (Appendix D)

This questionnaire is basically the same as the first section of the Allied Officers questionnaire. The difference is that the characteristics were not followed by parenthetical clarifying comments.

3. U.S. Enlisted Questionnaire (Appendix E)

The questionnaire is the same as the U.S. Officer questionnaire. The word "assignment" was changed to "job" to code the questionnaire sample group from whom the questionnaires were collected.

C. PROCEDURE

The Allied Officer questionnaires were placed in addressed envelopes and deposited in their student mail boxes at the school. Two questionnaires were placed in each envelope. The instructions on the questionnaire requested the officer complete one questionnaire and if he was married and his wife was in the area to have her also complete a questionnaire. The respondents were allowed to remain anonymous. The only biographical data collected on the questionnaire was the respondent's home country.

To insure as large a sample return from each country as possible, personal envelopes and mention of thesis research were used. Table 1 shows the percentage return for each country and the number returned which were incorrectly completed.

TABLE 1

NUMBER OF ALLIED OFFICER QUESTIONNAIRES RETURNED

COUNTRY	# OF OFFICERS AND WIVES	# RETURNED	%	# INVALID
Australia	4	4	100 %	0
Brazil	22	14	63.6 %	1
Cambodia	3	1	33.3 %	0
Canada	20	12	60.0 %	2
Chile	11	3	27.3 %	0
Colombia	2	0	0 %	0
Germany	44	25	56.8 %	0
Greece	15	7	46.7 %	0
Indonesia	36	25	69.4 %	2
Iran	8	0	0 %	0
Israel	3	2	66.7 %	0
Japan	5	3	60.0 %	1
Korea	13	5	38.5 %	0
Norway	4	2	50.0 %	0
Pakistan	5	3	60.0 %	0
Peru	12	3	25.0 %	0
Philippines	8	6	75.0 %	0
Portugal	11	5	45.5 %	0
Rep. of China	7	5	71.4 %	0
Singapore	3	2	66.7 %	0
Thailand	26	13	50.0 %	0
Turkey	39	15	38.5 %	4
Venezuela	2	0	0 %	0
Viet Nam	19	8	42.1 %	1
TOTALS	322	163	50.6 %	11

The U.S. Officer questionnaires were passed out in several classrooms. In all 100 questionnaires were passed out and 79 returned for a percentage of 79%. Only one questionnaire was completed incorrectly.

The U.S. Enlisted questionnaires were delivered to the division officers who gave each enlisted person one questionnaire. In all, 171 questionnaires were dispensed, 119 were returned, 5 were completed incorrectly. One enlisted group of 42 Filipino Stewards returned 25 questionnaires. Questionnaires from the Filipino members of the U.S. Navy were coded so that those results could be compared with the larger enlisted sample. This was done because all the Filipino personnel were born in the Philippines and had not entered the U.S. until enlisting in the U.S. Navy. The return for the entire enlisted sample was 69.6%; the return for the Filipino sub-group was 59.5%.

D. DATA ANALYSIS

The IBM 360 Computer at the NPS was used to compute the statistics included in this study. The programs used were the SPSS (Statistical Package for the Social Sciences) which were available as packaged programs.

V. RESULTS

A. RANKING EXERCISE

The ranking exercise, which was a part of all three questionnaires, requested the respondents to rank in decreasing order of importance ten qualities or characteristics of the U.S. Navy men who might be stationed in their countries. (See Appendices C, D, and E)

All of the means or averages were computed using the Condescriptive sub-program from SPSS. The mean is an arithmetic mean found by adding together each individual rank position by characteristic and dividing the totals by the number of respondents. The rank positions were determined by assigning the ranking of 1 for the quality with the lowest mean (most important) and continuing to the ranking of 10 for the quality with the highest mean (least important). Table 2 lists the mean value for each quality by sample group. Table 3 lists the rank position for each quality by sample group. Table 4 lists the mean value for each quality for the all U.S. and all foreign samples. Table 5 lists the rank position for each quality for the all U.S. and all foreign samples.

TABLE 2

RANKING EXERCISE - MEAN VALUE

	Language	Married	Law	Sobriety	Kindness	Age	Patience	Expertise	Friendly	Culture
U.S. Officers	5.244	8.923	3.128	6.321	6.051	9.179	4.179	4.462	4.769	2.744
U.S. Enlisted	5.517	8.528	3.000	6.640	5.787	8.618	5.157	3.966	4.618	3.169
*U.S. Enl. (P)	4.400	4.160	5.280	6.760	5.640	6.720	6.000	5.040	5.880	5.120
Australia	8.000	8.250	2.250	5.500	3.750	9.750	6.250	6.000	1.250	4.000
Brazil	3.923	9.385	3.231	6.615	5.462	9.231	6.846	4.615	3.154	2.538
Cambodia	9.000	8.000	6.000	7.000	4.000	10.000	3.000	1.000	2.000	5.000
Canada	5.800	9.300	2.800	6.200	5.800	8.900	6.400	2.200	3.900	3.700
Chile	3.000	9.000	4.000	5.667	4.333	9.333	6.667	5.333	3.667	4.000
Germany	2.840	8.000	3.360	6.240	5.400	9.360	6.360	5.680	3.840	3.920
Greece	8.000	5.857	1.857	4.000	2.571	9.000	6.429	7.143	4.714	5.429
Indonesia	6.087	8.217	2.174	6.043	4.391	8.913	5.609	4.391	4.087	5.087
Israel	7.000	9.000	3.500	5.500	3.500	10.000	4.500	6.000	2.500	4.500
Japan	5.500	6.500	4.000	8.000	2.500	8.000	8.000	9.000	1.500	2.000
Korea	6.600	8.000	1.800	7.000	3.200	9.000	6.400	7.800	3.000	2.200
Norway	9.000	8.500	1.000	4.000	4.000	9.500	6.000	6.500	2.500	4.000
Pakistan	6.667	5.667	5.000	4.333	3.667	8.000	7.333	3.000	4.333	7.000
Peru	4.667	9.000	1.000	5.333	4.667	10.000	8.000	2.000	3.667	6.667
Philippines	6.000	9.000	2.167	6.000	5.333	9.167	7.167	6.000	2.833	1.333
Portugal	5.800	9.000	2.400	3.800	5.000	9.600	7.600	3.400	4.600	3.800
Rep. of China	6.800	8.800	1.600	6.200	4.800	9.400	5.400	6.600	3.800	1.600
Singapore	3.500	8.500	4.500	5.000	5.500	9.000	4.500	7.500	4.500	2.500
Thailand	5.923	8.615	2.923	7.308	3.000	8.692	6.692	5.462	3.154	3.231
Turkey	6.000	7.364	3.364	7.091	5.273	8.455	7.182	3.182	3.545	3.545
Viet Nam	4.857	9.571	2.286	8.000	3.857	9.143	6.286	5.429	3.000	2.571
All U.S.	5.260	8.120	3.349	6.526	5.875	8.599	4.870	4.307	4.844	3.250

* This group includes only Filipino enlisted personnel.

TABLE 3

RANKING EXERCISE - RANK POSITION

	Language	Married	Law	Sobriety	Kindness	Age	Patience	Expertise	Friendly	Culture
U.S. Officers	6	9	2	8	7	10	3	4	5	1
U.S. Enlisted	6	9	1	8	7	10	5	3	4	2
*U.S. Enl. (P)	2	1	5	10	6	9	8	3	7	4
Australia	8	9	2	5	3	10	7	6	1	4
Brazil	4	10	3	7	6	9	8	5	2	1
Cambodia	9	8	6	7	4	10	3	1	2	5
Canada	5-6	10	2	7	5-6	9	8	1	4	3
Chile	1	9	3-4	7	5	10	8	6	2	3-4
Germany	1	9	2	7	5	10	8	6	3	4
Greece	9	6	1	7	2	10	7	8	4	5
Indonesia	8	9	1	7	3-4	10	6	3-4	2	5
Israel	8	9	3-4	7	3-4	10	5-6	2	1	5-6
Japan	5	6	4	7-8-9	3	7-8-9	7-8-9	10	3	2
Korea	6	9	1	7	4	10	5	8	1	2
Norway	9	8	1	3-4-5	3-4-5	10	6	7	3	3-4-5
Pakistan	7	6	5	3-4	2	10	9	1	2	8
Peru	4-5	9	1	6	4-5	10	8	2	3	7
Philippines	5-6-7	9	2	5-6-7	4	10	8	5-6-7	3	1
Portugal	7	9	1	3-4	6	10	8	2	5	3-4
Rep. of China	8	9	1-2	6	4	10	8	7	3	1-2
Singapore	2	9	3-4-5	6	7	10	5	8	3-4-5	1
Thailand	6	9	1	8	2	10	7	5	3	4
Turkey	6	9	2	7	5	10	8	1	3-4	3-4
Viet Nam	5	10	1	8	4	9	7	6	3	2
All U.S.	6	9	2	8	7	10	5	3	4	1

* This group includes only Filipino enlisted personnel.

TABLE 4
RANKING EXERCISE - MEAN VALUE - LARGER GROUPS

	Language	Married	Laos	Sobriety	Kindness	Age	Patience	Expertise	Friendly	Culture
*U.S. OFF. S Enl.	5.389	8.713	3.060	6.491	5.910	8.880	4.701	4.198	4.689	2.970
All U.S.	5.260	8.120	3.349	6.526	5.875	8.599	4.870	4.307	4.844	3.250
All Foreign	5.388	8.322	2.770	6.191	4.553	9.079	6.421	4.974	3.566	3.737

TABLE 5
RANKING EXERCISE - RANK POSITION - LARGER GROUPS

*U.S. OFF. S Enl.	6	9	2	8	7	10	5	3	4	1
All U.S.	6	9	2	8	7	10	5	3	4	1
All Foreign	6	9	1	7	4	10	8	5	2	3

* This group does not include Filipino personnel.

B. SPEARMAN CORRELATION

The responses to the ranking exercise were analyzed using the Spearman Rank-Difference Correlation Coefficient, designated as ρ . This was done because the Spearman ρ is best suited for data that is ranked; where the sample size is small; and where the relationship between variables is not necessarily linear.

The means from Tables 2 and 4 were punched on cards to have ten means to compare for each sample group. The results are shown in Appendix F.

The Allied Officer respondents were also grouped together and the means for the larger groups were compared using the Spearman correlation coefficient. The results are shown in Appendix G.

C. LIKERT SCALE ITEMS

The seven questions which made up the second part of the Allied Officer Questionnaire were analyzed according to the mean response which was also calculated using the Con-descriptive sub-program. The scale was assigned values ranging from +2 to -2 with an indifferent or no response answer receiving a value of 0. Table 6 gives the means for each question by country and for all countries.

The space marked "comments" after each question was used by the respondees for clarification, justification, and in some cases for critical incidents. These comments do not lend themselves to a statistical treatment but some patterns developed which will be discussed in Section VI.

TABLE 6

LIKERT SCALE - MEAN VALUES

	Married	Bringing Families	Local Community	Age	Dating	Language	Local Family Relationship
	#1	#2	#3	#4	#5	#6	#7
Australia	.250	1.750	.750	.500	1.000	1.250	1.500
Brazil	-.571	1.571	1.000	-.929	1.286	1.786	1.357
Cambodia	-1.000	-1.000	0.0	-1.000	2.000	-1.000	0.0
Canada	-.417	1.750	1.000	-.667	1.417	.417	.750
Chile	-.667	2.000	1.667	-.333	.667	1.667	1.667
Germany	-.360	1.600	1.680	-.480	1.120	1.840	1.760
Greece	1.429	1.571	1.571	.429	.286	1.286	1.571
Indonesia	.600	1.520	1.120	.480	.480	1.400	1.600
Israel	-1.500	1.500	1.000	-1.500	1.500	1.000	.500
Japan	.333	1.333	-.333	0.0	0.0	1.667	1.333
Korea	1.500	1.750	-.250	1.500	.500	1.750	1.750
Norway	0.0	1.000	.500	-.500	1.000	1.000	1.500
Pakistan	1.333	1.667	1.333	0.0	0.0	1.333	1.333
Peru	.667	1.667	2.000	.667	1.000	2.000	2.000
Philippines	-.200	1.400	.600	.400	1.000	1.400	1.400
Portugal	.400	1.800	1.400	-.200	1.200	1.600	1.600
Rep. Of China	.250	1.500	1.500	-.250	.750	1.000	2.000
Singapore	.500	1.000	0.0	.500	1.000	1.000	.500
Thailand	-.077	1.462	.923	-.077	.538	1.538	1.692
Turkey	.467	1.467	1.400	.067	.267	1.733	1.867
Viet Nam	-.250	.875	1.375	-.375	.375	1.125	1.750
All Allied	.112	1.512	1.162	-.100	.781	1.444	1.544

VI. DISCUSSION OF RESULTS

A. DISCUSSION

The results of the ranking exercise as listed in Tables 3 and 5 show several characteristics that are ranked at the same or nearly the same level by the Allied Officers. Those having high importance are:

- respect for local laws and regulations
- friendly
- understanding of culture and customs.

Those having low importance are:

- over the age of 25
- married
- patience

Although the rankings indicate a tendency for most non-Americans to agree on the relative importance of certain characteristics for adjustment to their culture, those non-Americans who do not agree deserve serious consideration. For example, the Greek respondents varied significantly from other non-Americans, ranking as most important:

- respect for local laws and regulations
- kindness
- sobriety

ranking as least important:

- over the age of 25
- knowledge of local language
- technical expertise

After interviewing some of the Greek respondents concerning the differences in their responses, the following reasons became evident:

- (1) that Greeks felt Americans became too aggressive whenever they drank.
- (2) that it wasn't important for Americans to learn their language because it was too difficult and most Greeks could speak a little English.
- (3) that it is more important for an American to be an agreeable person than to be an expert in his field.

The Turkish respondents also varied somewhat from the other Allied respondents; ranking as most important are:

- technical expertise
- respect for local laws and regulations
- friendly
- understanding of local culture and customs

ranking as least important:

- over the age of 25
- married
- patience

The Turkish respondents felt that an American's abilities in his profession are most important. This was in contrast to the Greek response.

The Turks and the Greeks disagreed considerably on the ranking exercise. The Spearman correlation is $\rho = .4134$, compared with an average $\rho = .5485$ for all other Allied countries. This indicates a very real difference of opinion as to the characteristics required for a good adjustment to their cultures.

Several other variations can be noted from Table 5; Chile ranked knowledge of language and understanding of

culture and customs as most important; Germany ranked knowledge of language as most important; and Philippines ranked understanding of culture and customs as most important. All of the variations from the rankings of the majority of the Allied respondents certainly must be considered when the object is the selection of an American to be sent overseas. A selectee with an attitude or quality that runs counter to the host culture is a poor risk.

Appendix F shows a Spearman correlation of $\rho = .8061$ for all U.S. respondents and all Allied respondents. This is significantly high and shows fairly close agreement between the two groups. One of the reasons for the similarity of attitudes might be sample bias due to the composition of the U.S. Navy groups responding to the questionnaires. Due to the stringent selection process for assigning U.S. Officers to the Naval Postgraduate School, the officers are generally recognized as being highly motivated and successful. These officers are also a part of the larger group of officers that have had intercultural experience during their careers. Both the officer and enlisted populations comprise many personnel who have recently returned from Viet Nam and who underwent some form of human response training prior to that assignment. The enlisted sample group contained a higher divergence of races and backgrounds than the officer group, which may have been the major contributing factor to their higher correlation with the all Allied group.

All Allied/U.S. Enlisted $r = .8303$
All Allied/U.S. Officers $r = .6970$

The group of 25 Filipino enlisted personnel showed very low correlation when compared with any other group. Their correlation with the other two American groups are:

U.S. Officers $r = .1879$
U.S. Enlisted $r = .2485$

The group also showed very low correlations with most Allied countries. An attempt to interview some of the respondents to discover the reasons for the low correlation was not successful.

The Likert Scale section of the Allied questionnaire provided the following generalized results:

(1) That the Allied sample as a whole only slightly agreed that U.S. Navy personnel sent to their countries should be married. If they were married, it was felt they should definitely bring their families and live in the local community to enable them to interact with the host-national families.

(2) That they were unsure of the importance of age or that it made no difference.

(3) That the dating of host-nationals by U.S. Navy personnel was somewhat agreeable.

(4) That personnel who attempted to learn the local language would definitely make a better impression than those who did not.

The problem with the Likert Scale type instrument is that unless the respondents are given a means of explaining

their answers, the "why" may never be known. The open-ended comments section of the questionnaire provided additional remarks dealing with specific areas and helped clarify their Likert Scale choice. These additional remarks are difficult to analyze but representative samples are summarized in Appendix H.

B. SUMMARY AND CONCLUSIONS

This study researched the ranking of ten qualities or characteristics of U.S. Navy personnel who might be stationed abroad. The responses from Allied Officers and their wives at the Naval Postgraduate School, Monterey, California were compared with responses from U.S. Officers and Enlisted personnel also at the Naval Postgraduate School. In addition, several questions concerning personal interaction by Americans with host-country nationals were asked of the Allied Officers.

The ranking exercise, as an instrument for measuring host-national attitudes, can provide meaningful results if the sample groups are large enough to be statistically valid. The high degree of correlation between responses among most countries did support the second hypothesis for those sampled. The results of this type of research may be used to identify those characteristics considered important to host-nationals.

In designing a selection/screening process and eventual training program for overseas duty, the concentration of

interest would normally be an overall view rather than culture specific. This research suggests it is possible to identify those personnel whose biographical and attitude patterns will mesh most suitably with a particular culture. The training can then emphasize the areas of disagreement. The preliminary findings here, as illustrated by the high correlation between the all U.S. and all Foreign sample groups, indicate that in general U.S. personnel have a similarity of attitudes with most other cultures.

The results of the open-ended comments section used in conjunction with the Likert Scale exercise indicates that: (1) a greater emphasis should be made to encourage U.S. personnel and their families to at least try to learn some of the local language, (2) if possible, families should live outside U.S. bases and away from the American enclave, and (3) the U.S. families should try to establish a friendly relationship with the local families. There is also a strong indication that more information is needed concerning dating customs in Allied countries so that unmarried U.S. personnel can be better prepared so as not to offend their hosts. The open-ended comments and Likert Scale exercise were useful in identifying some culture specific attitudes and therefore did support the first hypothesis.

C. FURTHER RESEARCH

Further study could be directed toward identifying those cultures whose ranking of characteristics of military personnel

stationed in their country may differ appreciably from the norm. Larger samples are required which will probably necessitate sampling within each country. This will mean using an instrument translated to the local language, so that a larger cross-section of the populace can be sampled.

Triandis [Ref. 15] discusses an excellent procedure for conducting research in this manner.

Other groups of Americans can also be sampled to have a basis for comparison of responses by military groups. Control groups within the U.S. Navy can also be established to validate this type of instrument as a predictive model for adjustment abroad.

A similar study carried out for the purpose of familiarizing Allied Officers and their wives with the U.S. culture would appear to be useful.

APPENDIX A

10 May, 1974 Study of U.S. Personnel Stationed in 9 Countries.

Responses to 6 selected questions.

<u>COUNTRY</u>	<u># IN SAMPLE GROUP</u>
Greece	1480
Guam	209
Iceland	248
Japan	254
Italy	252
Philippines	260
Portugal	113
Puerto Rico	1165
Taiwan	76

QUESTIONS

- (1) How do you like being stationed in the overseas country where you are now stationed?

<u>COUNTRY</u>	<u>SATISFIED</u>
Greece	42.8 %
Guam	61.2 %
Iceland	52.3 %
Japan	33.9 %
Italy	57.1 %
Philippines	81.5 %
Portugal	64.6 %
Puerto Rico	49.6 %
Taiwan	96.0 %

- (2) How do American personnel feel about host-country nationals?

<u>COUNTRY</u>	<u>LIKE THEM</u>
Greece	13.6 %
Guam	21.1 %
Iceland	13.7 %
Japan	16.4 %
Italy	12.3 %
Philippines	43.2 %
Portugal	22.1 %
Puerto Rico	12.6 %
Taiwan	51.3 %

- (3) How do you think host-country nationals feel about U.S. Military personnel?

<u>COUNTRY</u>	<u>LIKE THEM</u>
Greece	8.9 %
Guam	14.9 %
Iceland	10.9 %
Japan	8.5 %
Italy	8.8 %
Philippines	32.0 %
Portugal	19.5 %
Puerto Rico	9.2 %
Taiwan	25.3 %

- (4) What do you think of having the chance to learn a new language?

<u>COUNTRY</u>	<u>REWARDING/INTERESTING</u>
Greece	49.9 %
Guam	42.1 %
Iceland	49.4 %
Japan	51.4 %
Italy	63.5 %
Philippines	66.9 %
Portugal	69.7 %
Puerto Rico	54.3 %
Taiwan	70.7 %

- (5) What do you think of getting to know host-country nationals?

<u>COUNTRY</u>	<u>REWARDING/INTERESTING</u>
Greece	59.0 %
Guam	73.2 %
Iceland	74.6 %
Japan	61.3 %
Italy	66.7 %
Philippines	80.2 %
Portugal	73.5 %
Puerto Rico	63.8 %
Taiwan	93.3 %

(6) How would you like to be stationed or homeported
overseas again?

<u>COUNTRY</u>	<u>DISLIKE</u>
Greece	39.4 %
Guam	9.5 %
Iceland	12.0 %
Japan	38.5 %
Italy	19.6 %
Philippines	5.9 %
Portugal	20.3 %
Puerto Rico	26.9 %
Taiwan	3.9 %

APPENDIX B

TABLE 1

DESIRABLE QUALITIES

<u>QUALITIES</u>	<u>% OF 82 RESPONDENTS*</u>
Friendliness, sincerity, outgoingness	29 %
Interest in Greek culture	26 %
Adaptability	24 %
Maturity	21 %
Family stability	20 %
Even-tempered personality	17 %
Language interest	13 %
Flexibility	12 %
Financial stability	7 %
Greek ancestry	6 %
Patience	2 %

* Adds up to more than 100 percent because of multiple responses.

TABLE 2

UNDESIRABLE QUALITIES

<u>TRAIT/CONDITION</u>	<u>% OF 82 RESPONDENTS*</u>
Impatient/ intolerant	20 %
Marital instability	15 %
Heavy drinking	12 %
Young, recently married	11 %
Financial instability	9 %
Narrow minded, prejudiced	9 %
Lack of maturity	9 %
Inability to adapt	9 %
Families with teenagers	6 %
Children needing special attention	6 %
Drug users	6 %
Loud and Boisterous	5 %
Lack of cultural empathy	4 %
Negative attitude toward the Navy	4 %
Other	4 %

* Adds up to more than 100 percent because of multiple responses.



APPENDIX C

This questionnaire is being used in inter-cultural relations research. I will use the results of this questionnaire as a part of my thesis. The object of the research is to try to develop a means of selecting and screening U.S. Navy personnel for duty overseas.

All of the International students at NPS are being asked to complete the questionnaire to assist in the research. Each student will find two questionnaires; if you are married and your wife is with you, please ask her to complete the second questionnaire. If you are not married or your wife is not with you, please return the first questionnaire only.

When you have finished the questionnaires, please put them in the box marked INTERCULTURAL RESEARCH located in the Student Mail Center (SMC).

Please write your home country on the top of page 2. You do not need to put your name on the questionnaire.

If you have any questions please contact Lt. TOM MOZINGO at TELEPHONE 373-2067.

Thank you for your help.



HOME COUNTRY _____

Below are 10 qualities or characteristics of U.S. Navy men who might be stationed in your country. Please rank them from most important (1) to least important (10).

- () knowledge of your language
- () married
- () respect for your laws and regulations
- () sobriety (not drunken)
- () kindness (thoughtful, polite)
- () over 25 years old
- () patience
- () technical expertise (for his job)
- () friendly (associate with local people)
- () understanding of your culture and customs

Please indicate the extent to which you agree or disagree with each statement by circling one of the five choices:

SA = I strongly agree with the statement.

A = I agree with the statement.

N = I have no opinion, am uncertain or indifferent.

D = I disagree with the statement.

SD = I strongly disagree with the statement.

Please answer each statement as it would apply to a U.S. Navy man stationed in your country.

The space under each statement marked COMMENTS is for any comment you wish to make concerning the statement.

SA A N D SD 1. Personnel who are married adjust better to the life in my country than personnel who are not married.

COMMENTS: _____

SA A N D SD 2. Married personnel should bring their wives and children with them.

COMMENTS: _____

SA A N D SD 3. Married men and their families should live in the local community to experience everyday life rather than live in a military base.

COMMENTS: _____

SA A N D SD 4. U.S. Navy men over the age of 25 are better able to adjust to the life in my country.

COMMENTS: _____

SA A N D SD 5. It is acceptable for unmarried U.S. personnel to date local girls in my country.

COMMENTS: _____

SA A N D SD 6. Personnel who try to learn to speak my language adjust better than those who do not.

COMMENTS: _____

SA A N D SD 7. The best way for a U.S. Navy man and his family to learn about my country is by becoming friends with a local family.

COMMENTS: _____

APPENDIX D

This questionnaire is being used in intercultural relations research. I will use the results of this questionnaire as a part of my thesis. The object of the research is to try to develop a means of selecting and screening U.S. Navy personnel for duty overseas.

When you have finished the questionnaire please drop it in the box marked INTERCULTURAL RESEARCH located in the Student Mail Center (SMC).

Thank you for your help.

Below are 10 qualities or characteristics of U.S. Navy personnel that might be stationed overseas. Please rank them from most important (1) to least important (10).

- () knowledge of local language
- () married
- () respect for local laws and regulations
- () sobriety
- () kindness
- () over 25 years of age
- () patience
- () technical expertise (for the assignment)
- () friendly
- () understanding of local culture and customs

If you have any questions please contact Lt. Tom Mozingo at telephone 373-2067.

Thank You.

APPENDIX E

This questionnaire is being used in intercultural relations research. I will use the results of this questionnaire as a part of my thesis. The object of the research is to try to develop a means of selecting and screening U.S. Navy personnel for duty overseas.

When you have finished the questionnaire please drop it in the box marked INTERCULTURAL RESEARCH located in the Student Mail Center (SMC).

Thank you for your help.

Below are 10 qualities or ~~characteristics~~ of U.S. Navy personnel that might be stationed overseas. Please rank them from most important (1) to least important (10).

- () knowledge of local language
- () married
- () respect for local laws and regulations
- () sobriety
- () kindness
- () over 25 years of age
- () patience
- () technical expertise (for the job)
- () friendly
- () understanding of local culture and customs

If you have any questions please contact Lt. Tom Mozingo at telephone 373-2067.

Thank You.

APPENDIX F

Spearman correlation coefficients for ranking exercise.
The countries corresponding to each variable listed in this
appendix are:

OFF	-	U.S. OFFICERS
ENL	-	U.S. NON-FILIPINO ENLISTED
AUS	-	AUSTRALIA
BRA	-	BRAZIL
CAM	-	CAMBODIA
CAN	-	CANADA
CHI	-	CHILE
GER	-	GERMANY
GRE	-	GREECE
IND	-	INDONESIA
ISR	-	ISRAEL
JAP	-	JAPAN
KOR	-	KOREA
NOR	-	NORWAY
PAK	-	PAKISTAN
PER	-	PERU
PHI	-	PHILIPPINES
POR	-	PORTUGAL
ROC	-	REPUBLIC OF CHINA
SING	-	SINGAPORE
THA	-	THAILAND
TUR	-	TURKEY
VNM	-	VIET NAM
PENL	-	U.S. FILIPINO ENLISTED
US	-	ALL U.S.

CALCULATION OF CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74 PAGE 3

FILE INTULT (CREATION DATE = 11/18/74)

----- S P E A P M A N C O R R E L A T I O N C O E F F I C I E N T S -----

VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74

PAGE 4

FILE INTULT (CREATION DATE = 11/18/74)

----- S P E A R M A N C O R P E L A T I G N C O E F F I C I E N T S -----

VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR
AUS WITH CAM	0.6000 N(10) SIG .033	AUS WITH CAN	0.6687 N(10) SIG .017	AUS WITH CHI	0.6261 N(10) SIG .026	AUS WITH GER	0.6242 N(10) SIG .027	AUS WITH GRE	0.8182 N(10) SIG .002	AUS WITH INO	0.9119 N(10) SIG .001
AUS WITH ISR	0.9329 N(10) SIG .001	AUS WITH JAP	0.6565 N(10) SIG .020	AUS WITH KOR	0.8424 N(10) SIG .001	AUS WITH NOR	0.9510 N(10) SIG .001	AUS WITH PAK	0.6955 N(10) SIG .013	AUS WITH PER	0.7173 N(10) SIG .010
AUS WITH PHI	0.8774 N(10) SIG .001	AUS WITH POR	0.7173 N(10) SIG .010	AUS WITH ROC	0.8936 N(10) SIG .001	AUS WITH SING	0.4602 N(10) SIG .090	AUS WITH THA	0.8788 N(10) SIG .001	AUS WITH TUR	0.7295 N(10) SIG .008
AUS WITH VNM	0.8182 N(10) SIG .002	AUS WITH PENL	0.1515 N(10) SIG .338	AUS WITH US	0.6364 N(10) SIG .024	ARA WITH CAM	0.3939 N(10) SIG .130	ARA WITH CAN	0.8328 N(10) SIG .001	ARA WITH CHI	0.8815 N(10) SIG .001
ARA WITH GER	0.8545 N(10) SIG .001	ARA WITH GRE	0.3455 N(10) SIG .164	ARA WITH IND	0.6930 N(10) SIG .013	ARA WITH ISR	0.6525 N(10) SIG .020	ARA WITH JAP	0.6565 N(10) SIG .020	ARA WITH KOR	0.7939 N(10) SIG .003
ARA WITH NOR	0.6074 N(10) SIG .031	ARA WITH PAK	0.4739 N(10) SIG .083	ARA WITH PER	0.6626 N(10) SIG .018	ARA WITH PHI	0.9142 N(10) SIG .001	ARA WITH POR	0.6869 N(10) SIG .014	ARA WITH ROC	0.7599 N(10) SIG .005
ARA WITH SING	0.7669 N(10) SIG .005	ARA WITH THA	0.7697 N(10) SIG .005	ARA WITH TUR	0.8024 N(10) SIG .003	ARA WITH VNM	0.9152 N(10) SIG .001	ARA WITH PENL	0.1758 N(10) SIG .314	ARA WITH US	0.8424 N(10) SIG .001
CAM WITH CAN	0.5836 N(10) SIG .038	CAM WITH CHI	0.2432 N(10) SIG .249	CAM WITH GER	0.1879 N(10) SIG .302	CAM WITH GRE	0.2848 N(10) SIG .213	CAM WITH INO	0.7416 N(10) SIG .007	CAM WITH ISP	0.7256 N(10) SIG .009

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CALCULATION OF CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74

PAGE 5

FILE INTULT (CREATION DATE = 11/18/74)

S P E A R M A N C O R R E L A T I O N C O E F F I C I E N T S											
VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR	
CAN WITH JAP	0.1043 N(10) SIG .397	CAN WITH KOR	0.4061 N(10) SIG .122	CAN WITH NOR	0.5092 N(10) SIG .066	CAN WITH PAK	0.4185 N(10) SIG .114	CAN WITH PER	0.5228 N(10) SIG .061	CAN WITH PHI	0.4233 N(10) SIG .111
CAN WITH POR	0.4924 N(10) SIG .074	CAN WITH FOC	0.5350 N(10) SIG .056	CAN WITH SING	0.1779 N(10) SIG .311	CAN WITH THA	0.5515 N(10) SIG .049	CAN WITH TUR	0.6565 N(10) SIG .020	CAN WITH VNM	0.4061 N(10) SIG .122
CAN WITH PEPL	-0.0182 N(10) SIG .400	CAN WITH US	0.6121 N(10) SIG .030	CAN WITH CHI	0.6707 N(10) SIG .017	CAN WITH CEP	0.6991 N(10) SIG .012	CAN WITH GRE	0.3161 N(10) SIG .187	CAN WITH IND	0.8079 N(10) SIG .002
CAN WITH ISF	0.5963 N(10) SIG .034	CAN WITH JAP	0.2646 N(10) SIG .230	CAN WITH KOR	0.6018 N(10) SIG .033	CAN WITH MOR	0.5416 N(10) SIG .053	CAN WITH PAK	0.6173 N(10) SIG .029	CAN WITH PEP	0.8537 N(10) SIG .001
CAN WITH PHI	0.7816 N(10) SIG .004	CAN WITH POR	0.8780 N(10) SIG .001	CAN WITH ROC	0.6341 N(10) SIG .024	CAN WITH SING	0.4431 N(10) SIG .100	CAN WITH THA	0.7842 N(10) SIG .004	CAN WITH TUP	0.9817 N(10) SIG .001
CAN WITH VNM	0.8024 N(10) SIG .003	CAN WITH PEPL	0.2371 N(10) SIG .255	CAN WITH US	0.8632 N(10) SIG .001	CHI WITH GER	0.9787 N(10) SIG .001	CHI WITH GRE	0.2979 N(10) SIG .202	CHI WITH IND	0.5732 N(10) SIG .042
CHI WITH ISR	0.5688 N(10) SIG .043	CHI WITH JAP	0.6708 N(10) SIG .017	CHI WITH KOR	0.7052 N(10) SIG .011	CHI WITH MOR	0.4677 N(10) SIG .036	CHI WITH PAK	0.4815 N(10) SIG .079	CHI WITH DEP	0.7012 N(10) SIG .012
CHI WITH PHI	0.7754 N(10) SIG .004	CHI WITH POR	0.5091 N(10) SIG .066	CHI WITH ROC	0.5732 N(10) SIG .042	CHI WITH SING	0.7754 N(10) SIG .004	CHI WITH THA	0.7295 N(10) SIG .008	CHI WITH TUP	0.6677 N(10) SIG .017

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CALCULATION OF

CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74

PAGE 6

FILE INTULT (CREATION DATE = 11/18/74)

VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR	
-----		-----		-----		-----		-----		-----		-----	
CHI WITH VNM	0.8146 N(10) SIG .002	CHI WITH PENL	0.3161 N(10) SIG .187	CHI WITH US	0.6322 N(10) SIG .025	GER WITH GRE	0.3576 N(10) SIG .155	GER WITH IND	0.6079 N(10) SIG .031	GER WITH ISP	0.5610 N(10) SIG .046		
GER WITH JAP	0.6197 N(10) SIG .028	GER WITH KOR	0.7333 N(10) SIG .008	GER WITH MOR	0.4970 N(10) SIG .072	GER WITH PAK	0.5047 N(10) SIG .068	GER WITH PER	0.7599 N(10) SIG .005	GER WITH PHI	0.7792 N(10) SIG .004		
GER WITH POR	0.5714 N(10) SIG .042	GER WITH ROC	0.5897 N(10) SIG .036	GER WITH SING	0.7547 N(10) SIG .006	GER WITH THA	0.7697 N(10) SIG .005	GER WITH TUR	0.6930 N(10) SIG .013	GER WITH VNM	0.8424 N(10) SIG .001		
GER WITH PENL	0.3333 N(10) SIG .173	GER WITH US	0.4485 N(10) SIG .021	GRE WITH IND	0.6748 N(10) SIG .016	GRE WITH ISR	0.7073 N(10) SIG .011	GRE WITH JAP	0.5215 N(10) SIG .061	GRE WITH KOR	0.6848 N(10) SIG .014		
GRE WITH MOR	0.9019 N(10) SIG .001	GRE WITH PAK	0.6031 N(10) SIG .032	GRE WITH PER	0.4742 N(10) SIG .083	GRE WITH PHI	0.6688 N(10) SIG .017	GRE WITH POR	0.5775 N(10) SIG .040	GRE WITH PNC	0.7477 N(10) SIG .006		
GRE WITH SING	0.2270 N(10) SIG .264	GRE WITH THA	0.4727 N(10) SIG .017	GRE WITH TUP	0.4134 N(10) SIG .119	GRE WITH VNM	0.5394 N(10) SIG .054	GRE WITH PENL	0.1636 N(10) SIG .326	GRE WITH US	0.3091 N(10) SIG .192		
IND WITH ISR	0.9205 N(10) SIG .001	IND WITH JAP	0.4554 N(10) SIG .093	IND WITH KOR	0.7842 N(10) SIG .004	IND WITH MOR	0.8493 N(10) SIG .001	IND WITH PAK	0.6420 N(10) SIG .023	IND WITH PER	0.8445 N(10) SIG .001		
IND WITH PHI	0.7939 N(10) SIG .003	IND WITH POP	0.7744 N(10) SIG .004	IND WITH ROC	0.8293 N(10) SIG .002	IND WITH SING	0.3692 N(10) SIG .147	IND WITH THA	0.9240 N(10) SIG .001	IND WITH TUP	0.8659 N(10) SIG .001		

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CALCULATION OF CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74 PAGE 7

FILE PITCULT (CREATION DATE = 11/18/74)

S P E A R M A N C O R R E L A T I O N C O E F F I C I E N T S

VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR	VARIABLE PAIR
IND WITH VNM	IND WITH US	IND WITH JAP	ISR WITH KOR	ISR WITH NOR	ISR WITH NOR
0.8207 N(10) SIG .002	0.0122 N(10) SIG .487	0.7594 N(10) SIG .005	0.6296 N(10) SIG .026	0.8598 N(10) SIG .001	0.8766 N(10) SIG .001
ISR WITH PAK	ISR WITH PER	ISR WITH POR	ISR WITH ROC	ISR WITH SING	ISR WITH SING
0.4923 N(10) SIG .074	0.6453 N(10) SIG .022	0.7778 N(10) SIG .004	0.5535 N(10) SIG .048	0.8869 N(10) SIG .001	0.4753 N(10) SIG .083
ISR WITH THA	ISR WITH TUR	ISR WITH VNM	ISR WITH US	JAP WITH KOR	JAP WITH KOR
0.8042 N(10) SIG .001	0.6636 N(10) SIG .018	0.7938 N(10) SIG .003	-0.1341 N(10) SIG .356	0.6585 N(10) SIG .019	0.7424 N(10) SIG .007
JAP WITH NOR	JAP WITH PAK	JAP WITH PHI	JAP WITH POR	JAP WITH ROC	JAP WITH ROC
0.5776 N(10) SIG .040	0.1059 N(10) SIG .385	0.2523 N(10) SIG .241	0.7267 N(10) SIG .009	0.1539 N(10) SIG .336	0.6585 N(10) SIG .019
JAP WITH SING	JAP WITH THA	JAP WITH TUR	JAP WITH VNM	JAP WITH US	JAP WITH US
0.5528 N(10) SIG .049	0.6442 N(10) SIG .022	0.3077 N(10) SIG .194	0.7053 N(10) SIG .011	0.1534 N(10) SIG .336	0.3743 N(10) SIG .143
KOR WITH NOR	KOR WITH PAK	KOR WITH PER	KOR WITH PHI	KOR WITH ROC	KOR WITH ROC
0.8406 N(10) SIG .001	0.3631 N(10) SIG .151	0.5532 N(10) SIG .049	0.9019 N(10) SIG .001	0.5836 N(10) SIG .038	0.9605 N(10) SIG .001
KOR WITH SING	KOR WITH THA	KOR WITH TUR	KOR WITH VNM	KOR WITH US	KOR WITH US
0.7669 N(10) SIG .005	0.8467 N(10) SIG .001	0.6201 N(10) SIG .028	0.9273 N(10) SIG .001	0.0061 N(10) SIG .493	0.7697 N(10) SIG .005
NOR WITH PAK	NOR WITH PER	NOR WITH PHI	NOR WITH POR	NOR WITH ROC	NOR WITH SING
0.6542 N(10) SIG .020	0.6031 N(10) SIG .032	0.8137 N(10) SIG .002	0.7077 N(10) SIG .011	0.9108 N(10) SIG .001	0.4410 N(10) SIG .101

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CALCULATION OF CORRELATIONS OF MEANS FOR EACH COUNTRY

FILE INTULT (CREATION DATE = 11/18/74)

S P E A R M A N C O R R E L A T I O N C O E F F I C I E N T S											
VARIABLE PAIR			VARIABLE PAIR			VARIABLE PAIR			VARIABLE PAIR		
ROC WITH THA	0.7792 N(10) SIG .004	NOR WITH TUR	0.6093 N(10) SIG .031	NOR WITH VNM	0.7301 N(10) SIG .008	NOR WITH PENL	-0.2270 N(10) SIG .264	NOR WITH US	0.5951 N(10) SIG .035	PAK WITH PER	0.7964 N(10) SIG .003
PAK WITH PHI	0.5483 N(10) SIG .050	PAK WITH POP	0.8149 N(10) SIG .002	PAK WITH FOC	0.4383 N(10) SIG .103	PAK WITH SING	0.1994 N(10) SIG .290	PAK WITH THA	0.5231 N(10) SIG .060	PAK WITH TUR	0.6667 N(10) SIG .018
PAK WITH VNM	0.4185 N(10) SIG .114	PAK WITH PENL	-0.1354 N(10) SIG .355	PAK WITH US	0.3631 N(10) SIG .151	PER WITH PHI	0.6585 N(10) SIG .019	PER WITH PCR	0.8110 N(10) SIG .002	PER WITH ROC	0.5305 N(10) SIG .057
PER WITH SING	0.3200 N(10) SIG .184	PER WITH THA	0.8085 N(10) SIG .002	PER WITH TUR	0.8902 N(10) SIG .001	PER WITH VNM	0.7052 N(10) SIG .011	PER WITH PENL	0.2006 N(10) SIG .289	PER WITH US	0.6322 N(10) SIG .025
PHI WITH PCR	0.7631 N(10) SIG .005	PHI WITH FCC	0.9108 N(10) SIG .001	PHI WITH SING	0.6894 N(10) SIG .014	PHI WITH THA	0.8774 N(10) SIG .001	PHI WITH TUR	0.7939 N(10) SIG .003	PHI WITH VNM	0.9387 N(10) SIG .001
PHI WITH PENL	0.1166 N(10) SIG .374	PHI WITH US	0.8037 N(10) SIG .003	PCR WITH FOC	0.6738 N(10) SIG .016	PCR WITH SING	0.3816 N(10) SIG .138	PCR WITH THA	0.6869 N(10) SIG .014	PCR WITH TUR	0.8872 N(10) SIG .001
PCR WITH VNM	0.6748 N(10) SIG .016	PCR WITH PENL	0.0669 N(10) SIG .427	PCR WITH US	0.7538 N(10) SIG .006	ROC WITH SING	0.6646 N(10) SIG .018	ROC WITH THA	0.8389 N(10) SIG .001	ROC WITH TUR	0.6616 N(10) SIG .019
ROC WITH VNM	0.8754 N(10) SIG .001	ROC WITH PENL	-0.0973 N(10) SIG .395	ROC WITH US	0.7903 N(10) SIG .003	SING WITH THA	0.4970 N(10) SIG .072	SING WITH TUR	0.4062 N(10) SIG .122	SING WITH VNM	0.7056 N(10) SIG .011

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

CALCULATION OF CORRELATIONS OF MEANS FOR EACH COUNTRY

11/18/74

PAGE 9

FILE INTULT (CREATION DATE = 11/18/74)

S P E A P M A N		C O R R E L A T I O N		C O E F F I C I E N T S		V A R I A B L E					
VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR					
SING WITH PENL	0.1288 N(10) SIG .361	SING WITH US	0.6933 N(10) SIG .013	THA WITH TUP	0.8268 N(10) SIG .002	THA WITH VNM	0.9273 N(10) SIG .001	THA WITH PENL	0.1636 N(10) SIG .326	THA WITH US	0.7333 N(10) SIG .068
TUP WITH VNM	0.7903 N(10) SIG .003	TUP WITH PENL	0.2913 N(10) SIG .207	TUR WITH US	0.8511 N(10) SIG .001	VNM WITH PENL	0.1273 N(10) SIG .363	VNM WITH US	0.8303 N(10) SIG .001	PENL WITH US	0.2606 N(10) SIG .234

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

APPENDIX G

Spearman correlation coefficients for combined groups on ranking exercise. The groups corresponding to each variable listed in this appendix are:

ALLIED	- All Allied respondents
US	- All U.S. respondents
OFF	- U.S. Officers only
ENL	- U.S. Non-Filipino Enlisted only
PENL	- U.S. Filipino Enlisted only
OFFENL	- U.S. Officers and Non-Filipino Enlisted
OFFPENL	- U.S. Officers and Filipino Enlisted
ENLPENL	- All U.S. enlisted

CALCULATION OF SPEARMAN CORRELATIONS FOR ALL US VS ALL FOREIGN

11/15/74

PAGE 2

FILE INTULT (CREATION DATE = 11/16/74)

VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR	
ALLIED WITH US		ALLIED WITH ENL		ALLIED WITH ENL		ALLIED WITH ENL		ALLIED WITH ENL		ALLIED WITH ENL	
0.8061	N(10) SIG .002	0.6970	N(10) SIG .013	0.8303	N(10) SIG .001	0.1515	N(10) SIG .338	0.8061	N(10) SIG .002	0.7112	N(10) SIG .011
0.8545	N(10) SIG .001	0.9636	N(10) SIG .001	0.9879	N(10) SIG .001	0.2606	N(10) SIG .234	1.0000	N(10) SIG .001	0.9787	N(10) SIG .001
0.9758	N(10) SIG .001	0.9515	N(10) SIG .001	0.1879	N(10) SIG .302	0.9636	N(10) SIG .001	0.9848	N(10) SIG .001	0.9152	N(10) SIG .001
0.2485	N(10) SIG .244	0.9879	N(10) SIG .001	0.9666	N(10) SIG .001	0.9879	N(10) SIG .001	0.2606	N(10) SIG .234	0.2796	N(10) SIG .217
0.3212	N(10) SIG .183	0.9787	N(10) SIG .001	0.9758	N(10) SIG .001	0.9483	N(10) SIG .001				

A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

APPENDIX H

AUSTRALIA

Comment on living in the local community:

"Living on a military base would be better as the host military could be more helpful in experiencing local life and also be more understanding."

BRAZIL

Comments on learning the local language and getting to know local families:

"They will get out of the so-called American circle and participate in local friendships by learning the language."

"They will have the real point of view of the day-after-day common life; they will learn real things."

CANADA

Comments on becoming friends with a local family:

"Also touring the country and reading about Canada."

"Why not become integrated into the community?"

GERMANY

Comments on married personnel adjusting better than unmarried personnel:

"Married personnel of the U.S. Armed forces stay more within their own community than single individuals."

"Unmarried people tend more to make contact."

"Married people will be more involved in social activities."

"Do not get in contact with our people, get together with only American families."

Comments on trying to learn the language:

"Language is the key."

"Communication and social contacts are made easier."

"That is the basis for understanding each other."

"Its not what you already know, but what you are trying to learn, that is appreciated."

"Most don't even try, especially married ones."

Comments on learning about the country by becoming friends with a local family:

"It was true for us here, and it holds the other way around in the same way."

"I know that there are many people in Germany who would like to meet Americans if they get a chance to."

"We made this experience."

GREECE

Comments on dating local girls:

"This is not true for local girls belonging to respectable families."

"I disagree because the Americans usually laugh at them."

INDONESIA

Comments on dating local girls:

"Indonesians are not race discriminators to the people who do not isolate they self from our society."

"I disagree because can create jealousy among young people."

"As far as agrees with local customs and culture."

"It depends on the people. For example, there's difference between the people in Jakarta and Medan. Both are big towns."

"Understanding of our people is important and custom is important here. The people who live in big towns are different with those who live in small towns."

"It is dependent on the parents of the girl. In big cities is more acceptable. Many foreigners are married with local girls."

"Except he should marry her."

"As long as he respects her laws and regulations."

"Depends upon the place you are based. If in big cities, O.K."

Comments on trying to learn the language:

"You can't communicate if you don't know the language."

"The quickest way to learn to speak our language is by speaking with our people."

"He'll get more sympathy."

"It shows that he has a great respect for my country."

JAPAN

Comment on living in the local community rather than on a base:

"Too much different customs."

Comment on dating local girls:

"Young unmarried U.S. enlisted personnel are against our custom and culture and they look less educated than us,"

KOREA.

Comment on living in the local community rather than on a base:

"It will be very difficult for Americans to understand the different culture."

Comment on dating local girls:

"But must be careful. They should do just as our young people. Many people don't understand and sometimes hate the American way of dating."

PAKISTAN

Comment on dating local girls:

"Dating is not very common in my country."

Comment on trying to learn the language:

"But Pakistanis are very indulgent to foreigners unable to speak any of the languages of Pakistan. Moreover, English is fairly widely understood."

PHILIPPINES

Comment on living in the local community rather than on a base:

"Quartering in base should not be a hindrance to associate with the local community."

PORTUGAL

Comment on dating local girls:

"If they don't think that dates or parties is drinking."

THAILAND

Comments on dating local girls:

"Still with fully care of right tradition and culture."

"Most of the girls will say no, except some that know each other for a long time, or professional girl."

"They can exchange language, culture, etc."

"If they know our customs and don't make any problems."

"As far as that man knows our customs or at least try to know it."

Comments on getting to know a local family:

"With sincerity and respect for their customs and tradition, because most of the local family are friendly to all of the foreigners in my country."

"Some military personnel that I met try to avoid to lower themselves to local people and live so differently; this causes damage to themselves."

"Real fact always be found in the kitchen."

TURKEY

Comments on dating local girls:

"For some parts, I am disagree."

"It is not acceptable in small towns for both U.S. personnel and Turks."

"But in small towns it's not acceptable not only for foreigners but also for Turks."

VIET NAM

Comments on dating local girls:

"If they attract the local with their behaviors."

"The problem is not racial; it is proper for a girl to date any foreigner. The problem with Americans is in the behavior that makes people feel they're being bought, not dated."

"Yes, but be nice to the girls, please!"

Comments on living in local community rather than on a base:

"This is completely ignored by American forces in Asia;
result: accumulated misunderstandings between contrasting
cultures and behaviors lead to well-known -'Yankee Go Home'."

"Yes, if safety permits; that would give them a chance
to see the real world, to understand the local people ...
so on....."

"Help them easy to know more about local customs."

Comments on getting to know a local family:

"Two-way traffic."

"There will be no doubt if a true friendship can be
created."

"Friendly is responded by friendly."

BIBLIOGRAPHY

1. Blalock H., Social Statistics, p. 287, McGraw-Hill, 1960.
2. Blum, R. ed., Cultural Affairs and Foreign Relations, Prentice-Hall Inc., 1963.
3. Butterfield, C.M., The Training of Cross-Cultural/ Human Relations Trainers in the United States Navy, M.A. Thesis, United States International University, 1972.
4. Campbell, D.T. and Stanley, J.C., Experimental and Quasi-Experimental Designs for Research, Rand McNally College Publishing Co., 1963.
5. Gordon, M.M., Assimilation in American Life: The Role of Race, Religion, and National Origins, Oxford University Press, 1964.
6. Homans, G.C., The Human Group, Harcourt, Brace, and World, Inc., 1950.
7. Hunt, C.L. and Walker, L., Ethnic Dynamics, Patterns, of Intergroup Relations in Various Societies, Dorsey Press, 1974.
8. McGonigal, R.A., A Model for the Cross-Cultural Interaction Training of Adults, Ph.D Thesis, Michigan State University, 1971.
9. McKenna, F.S., Personnel Selection, Educational Methods Inc., 1949.
10. Meyers, L.S. and Grossen, N.E., Behavioral Research Theory, Procedure and Design; W.H. Freeman and Co., 1974.
11. Naval Personnel Research and Development Center Draft Report, The Cross-Cultural Interaction Inventory: Development of Overseas Criterion Measures and Items that Differentiate Between Good and Poor Adjusters, by T.M.I. Yellen and S.J. Mumford, July 1974.
12. Naval Personnel Research and Development Laboratory Special Report, In-Country Experience: Naval Personnel Stationed in Greece, by T.M.I. Yellen and M.W. Hoover, February 1973.

13. Thomson, C.A. and Laves, W.H.C., Cultural Relations and U.S. Foreign Policy, Indiana University Press, 1963.
14. Thorndike, R.L., Personnel Selection, John Wiley and Sons, Inc., 1972.
15. Triandis, H.C., The Analysis of Subjective Culture, John Wiley and Sons, 1972.
16. U.S. Navy, Attitudes and Opinions of In-Country Experience, Analysis Type B, 10 May 1974.

INITIAL DISTRIBUTION LIST

	No. Copies
1. Defense Documentation Center Cameron Station Alexandria, Virginia 22314	2
2. Library, Code 0212 Naval Postgraduate School Monterey, California 93940	2
3. Chairman, Department of Operation Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
4. CDR P. W. Benediktsson, USN (55Zs) Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
5. Professor J. D. Senger (55Se) Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
6. CDR R. A. McGonigal, USN (55Mb) Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	2
7. CDR J. Roundtree, USN Bureau of Naval Personnel PERS 6-C Navy Department Washington, D.C. 20370	1
8. Mrs. Sandra Mumford Naval Personnel Research and Development Center San Diego, California 92152	1
9. Mr. B. R. Rochelle Human Resource Management Center Naval Training Center Building 304 San Diego, California 92133	1

- | | | |
|-----|--|---|
| 10. | CDR E. Farley, USN
NAVAL AMPHIBIOUS SCHOOL, CORONADO
Human Resource Management Department
San Diego, California 92155 | 1 |
| 11. | Bureau of Naval Personnel
PERS - 62
Disposition and Referral Officer
Navy Department
Washington, D.C. 20370 | 1 |
| 12. | Capt. Donovan, USN
Human Resource Management School
Naval Air Station, Memphis
Millington, Tennessee 38054 | 1 |
| 13. | CDR David Timberlake, USN
Chief of Naval Education and Training
Naval Air Station
Pensacola, Florida 32508 | 1 |
| 14. | LT. Thomas P. Mozingo, USN
Class 1-75
Naval Destroyer School
Newport, Rhode Island 02840 | 1 |

Thesis
M8825 Mozingo
c.1

156504

The development of
an attitude measurement
device for improvement
of selection/screening
of U. S. personnel for
overseas duty.

30 JUL 76
5 DEC 86

23595
S11568

Thesis
M8825 Mozingo
c.1

156504

The development of
an attitude measurement
device for improvement
of selection/screening
of U. S. personnel for
overseas duty.

thesM8825

The development of an attitude measureme



3 2768 001 91781 8

DUDLEY KNOX LIBRARY